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New York Times, *New York Sun*, the *London Weekly Times*, and the *Congressional Record*.

The following is a sample list of the topics recently treated, given in the order of their respective departments: "Taft's Administration," "The English Insurance Bill," "Socialism in Germany," "Roosevelt on the Panama Canal," "Russia and China," "The Minimum Wage," "The Aldrich Report," "The Work of Madame Curie," "The Sense and Nonsense of Christian Science," "The Progress of Aviation," "Antarctic Exploration," "The American Drama," "The Work of Selma Lagerlöf," "Charles Dickens," "Oscar Hammerstein," "Trenton's Educational Needs," "Uniformity of Educational Standards," "Vocational Training," "The Misfit Child," "The Country School Problem," "The Conservation of Motherhood," "Sensible Dress for Women," "Motion Pictures," "The Evils of the Popular Song," "Schoolhouse Social Centers," "Back to the Farm," "The Work of Jane Addams," "Landscape Gardening," "Sleeping Out-of-Doors," "The Slaughter of the Egret," "Draining the Everglades," "Commission Government," "Trenton's Water Supply," "The Public-Service Corporation," "Local Option," "The Trenton Immigrant," "The New Washington." Samples of editorial topics written upon are: "The High-School Senior," "Graft," "John Bigelow," "High-School Ethics," "Presidential Primaries," "The Decline of Manners," "The Money Trust," "Roosevelt's 'Crime'," "Schools for the Study of Journalism," "The Arbitration Treaty."

From the work done so far in this "experiment," we believe we have attained for the pupil a measure of these four things: initiative, or the ability to think and act for oneself, plus self-reliance; greater breadth and accuracy of knowledge about affairs on which high-school graduates are expected to have some opinions; greater interest in oral and written composition in school work; better form in that expression.

J. MILNOR DOREY

HIGH SCHOOL
TRENTON, N.J.

To the Editor of the "English Journal":

Your request for a copy of the inclosed translation¹ was made known to me by Miss Stickney of our English department. It is with great pleasure that I send it to you.

¹ It is hoped that the publication of the translation may call forth discussion of the value of such exercises as training in English, and also additional examples of good work.—EDITOR.

I find pupils appreciate Vergil more if they occasionally hear a metrical version of the lesson; and particularly if they attempt metrical translations. So I try to introduce that feature early in the second term of Vergil and offer extra credits for metrical translations.

The translation was made by one of the Seniors, after the following class work. One day, I read Theodore Williams' translation of the review lesson. The class, from the one reading, compared it with the original Latin. The following Friday I had passages from five English metrical translations (Morris, Dryden, Ballard, Long, and Williams) placed on the board. I chose three short passages, 12 to 20 lines, and had two metrical versions of each put side by side. By questions I led the class to compare the English meter with the Latin; to criticize the fidelity of the translation; to express their preference for the versions given and to give reasons for such preference. Then I suggested that I should be pleased to receive original metrical translations from the class.

On the following Monday, Mr. Wenzel brought me the inclosed translation. It is his first attempt at versification. He had read three acts of *Hamlet* and thought it would be a good time to try, when the swing of the iambic pentameter was fresh in his mind. With the exception of four lines, which he changed after criticism, the translation is as he wrote it originally.

I inclose a metrical version of the next nineteen lines by another pupil.

CORA V. HELTZELL

YEATMAN HIGH SCHOOL, DEPARTMENT OF
GREEK AND LATIN, ST. LOUIS, MO.

March 4, 1912

ITALY REVEALED BY THE PENATES

(*Aeneid* iii. 147-71)

'Twas night; deep slumber held the wearied world.
And as I slept, before me seemed to stand,
Distinct where'er the wholly rounded moon
Its silv'ry light through narrow windows poured,
Images of the gods and in their midst,
The Phrygian Penates, whom with me
I'd brought from out the heart of burning Troy,
Appeared to speak and with such words as these
They did, I thought, dispel my every care:
"Those things which Phoebus would foretell to you,
Should you his word at far Ortygia seek,
He here proclaims and all unsought sends us

Unto your threshold. We have traced your course
 Since great Dardania burned and we've traversed
 The swollen seas beside your sailing ships.
 Likewise shall we exalt—yea to the skies—
 Your future sons; and for your city new
 We'll grant you pow'r. For mighty destinies
 Prepare, then, massive walls and quit not yet
 The lengthy labors that embitter flight.
 Your colony, however, must be changed.
 The Delian god has not approved these shores
 Nor ordered you to settle here in Crete.
 There is a place, an ancient realm that's famed
 As powerful in arms and rich in soil,
 A land the Greeks have called Hesperia,
 Where was the home of the Oenotrians
 And which their sons, so now report avers,
 Named Italy from their old leader's name.
 Here is the seat the gods have marked for you;
 Here Dardanus was born; here birth was giv'n
 To father Iasius, progenitor,
 From whom has sprung the line of our great race.
 Arise then, go, and with rejoicing tell
 Your aged father truths, our words reveal.
 Seek out Cortona and Ausonian realms,
 For Jupiter denies you Cretan fields."

ROBERT N. WENZEL

THE WARNING IS OBEYED

(*Aeneid* iii. 172-91)

Astounded by such sights and voice of gods divine—
 Nor was that sleep, but face to face I seemed to see
 Their features, veiled hair and present countenance;
 Cold perspiration drenched my trembling body then—
 I snatched me from my couch and suppliant hands with prayers
 To Heaven stretched and on the shrine libation poured
 Of purest wine. Rejoicing in a duty done
 Anchises I inform with due detail. He calls
 To mind the two-fold race and twin progenitors.
 He knows that he has been decoyed from destined lands
 By new mistakes. He speaks, "O son, thou driven by fates
 Of Troy, Cassandra only used to prophesy
 Such destinies to me. I now recall that she
 Foretold these fates were due our race and often spoke

Of Western lands and eke Italian states. But who
 Would then believe that Teucer's sons would reach the shores
 Of Troy? Whom could Cassandra by prophecy move?
 Apollo let's obey and warning take from him;
 For better omens search." He thus did speak, and all,
 With joy, his bidding straightway do. Deserting this
 Abiding place, though yet a few are left behind,
 We set the sails and navigate the ocean vast.

CLOYD LAPORTE

ELASTICITY IN FRESHMAN ENGLISH COURSES

The more one meditates upon present college problems, the clearer it seems to become that one great source of our troubles is our wholesale method of dealing with divergent types of students. On its purely qualitative side this situation appears to have been relieved, in part at least, by the elective principle, sanely and moderately applied; but the quantitative difficulty remains. By this is meant the delusion that we ought to impose upon all undergraduates identical terms of residence and schedule, regardless of gifts—that, once the dead line of "admission" is passed, all students should take precisely the same number of subjects per week, and remain the same number of years, in spite of differences in intelligence, industry, and previous training. This topic, in its wider bearings, is dealt with by the present writer in an article prepared for the *Educational Review*; our purpose here is to speak of its particular relation to the problem of Freshman English courses, the reason for this brief comment upon the English situation (by a rank outsider) being the extended discussion which this problem has received of late in the correspondence columns of the *New York Nation*.

In the issue of February 29, Mr. Henry Adams Bellows says:

But let us consider the problem which the teacher of college English has to face. His Freshman students for the most part cannot spell. Their notions of grammar are often either non-existent or hideously warped. Their vocabularies are infinitesimal, and which is worse, their use of the few words that they dare employ without blushing is so loose as to defy definition. . . . All this the college teacher must fight against, and yet, out of respect for academic traditions, and also in consideration of the saving remnant to whom the English language has not become a snare and a delusion, he must make his work "advanced." He cannot line up his class and institute a spelling-bee; he cannot take as a textbook a primer of grammar. In other words he must try to reconcile two irreconcilable elements. . . . No reformation of college work